

Grady College

Media Culture and Diversity

JRMC 8070: Media Culture and Diversity
Spring Semester 2005: 57-367

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Office Hours:

Tuesday 1:00 P.M. - 2:00 P.M.

Wednesday 10:00 A.M. - 12:00 noon

Also by appointment

COURSE DESCRIPTION

This graduate seminar explores some of the intersections of media culture (i.e., production, representation, consumption), commercial media imperatives, social constructions of race and gender and American consumer culture.

Students will be introduced to various approaches to and methods of media analysis that promote media literacy, scholarship, activism, and ultimately, media diversity. The seminar is based on scholarship that examines media representations of race and gender, audience interpretations of these representations, and the social context of these representations and interpretations.

This course is structured as an interactive seminar that emphasizes discussion among seminar participants. There also will be several in-class video screenings. Although many of the course readings utilize critical media studies and cultural studies perspectives, no prior graduate course work in these academic areas is necessary. Students must read the assigned articles.

COURSE OBJECTIVES

1. To develop a greater appreciation of the media's cultural influence and to become more a more informed consumer and enlightened participant in our media/consumer culture.
2. To enhance understanding of, and sensitivity towards the various ways race and gender impact media production, representation, and consumption/audience.
3. To acquire an understanding of the range of scholarship on media, race, and gender.
4. To introduce some of the critical theories and approaches used in the study of media, culture, gender and race.
5. To understand how race and gender representations are shaped by power—hierarchies in social structure and economic inequities.
6. To enhance analytical thinking, critical reading, writing, and other communication skills necessary to successful graduate study in mass communications.

REQUIRED READING MATERIAL

Readings Packet: Available from Athens Blue Print & Copy Shop, 269 W. Dougherty, Athens.

All course readings are on reserve in the Grady College Drewry Room. However, these readings have limited access and only can be removed for a short period of time to either read elsewhere or for photo copying purposes.

COMPUTING AND ELECTRONIC MAIL

Students are required to maintain an active computer account for electronic mail and other computing services such as Web-CT. In addition, a class discussion list (listserv) will be used to disseminate and discuss course material. All seminar participants are encouraged to use Web-CT and the class listserv for "electronic class discussions." The address for the class listserv is:

mediadiversity@listserv.uga.edu

COURSE EXPECTATIONS, REQUIREMENTS, AND EVALUATION

All students are expected to contribute regularly to the seminar by participating in class discussions. One purpose of the course is to introduce students to some of the issues that frame considerations of racial and gender diversity in the media (in the United States). Another purpose is to expose students to some of the literature that has emerged from the study of race, gender, and the media. As a result, this course covers a wide range of topics. Naturally, some topics will interest you more than others. However, you should find most of the course material fascinating, and more important, crucial to your understanding of media diversity and your participation in both media culture in general and academic and professional cultures in particular.

Most of the course material (i.e., readings, videos) is fairly easy to read and comprehend. However, a few may prove a bit difficult--at least initially. Thus, while your task is not to master every detail of every reading and video, feel free to bring any questions to the class for discussion and possible clarification. Although we will not discuss every reading/video equally in class, you are expected to keep up with assigned readings and view each video (inside or outside of class).

Final grades will be based on the quality of written essays and other assignments, class attendance, and participation in class discussions. Specifically, you are expected to:

1. **Attend class on a consistent basis**
2. **Participate in class discussions**
3. **Complete the assigned readings** for the day they are assigned (listed) on the syllabus. Do not get behind in the readings as the pace and structure of the course make it difficult to "catch up." Class discussions and presentations presume that you have read the material. Bring questions and comments from class readings to class. You also will be expected to incorporate ideas from readings in your essays.
4. The first written assignment assesses students media literacy whereby each student will compose a short (2 page) written response to a short video shown in class
5. **Complete three essays** on various aspects of race, gender and the media:
 - A. **Autoethnographic Essay:** A personal "inventory" of your engagement with some aspect of media culture and diversity.
 - B. **Video Analysis/Critique:** Analyzes any video (of your choice) shown in class.
 - C. **Interpretive Analytic Essay:** An analysis of a media text/topic of your choice. This essay should be "academic convention submission" quality and is designed to enhance your appreciation of media culture by examining some aspect of the complex relationships between race, gender and media.

Specific assignments and tentative due dates are listed below:

<u>Assignment*</u>	<u>Due Date</u>	<u>Percent of Final Grade</u>
Media Literacy Exercise	Thursday March 3	10%
Autoethnographic Essay	Friday March 11	15%
Video Analysis and Critique	Friday April 22	20%
Critical/Interpretive Essay	Friday April 29	25%
Essay Summary Presentation	April 26/28 & May 10	10%
Attendance/Participation	Throughout the semester	20%

***The instructor reserves the right to add to/alter assignments, due dates, and/or percentage values.** This seminar will make limited use of Web-CT: Web-CT@uga.edu

Assignment Submission, Attendance, and Other Policies:

Assignment Submission:

1. All assignments must be typed and conform to a style manual for academic writing.
2. When submitting assignments, always make a photocopy and submit the original. The instructor is not responsible for "lost" papers.
3. Unless you are given permission, all assignments are to be submitted on or before the due date. Late submissions are penalized. Unexpected circumstances that contribute to late work must be discussed with the instructor prior to the due date in order to negotiate alternatives that are devoid of penalty.
4. **Please do not place your name on any written assignment for this course.** Use only your student ID or social security number to identify your submission. All assignments are evaluated "blind" (without knowledge of who the submission is from).

Attendance:

1. Your attendance in each class is verified by your signature on the class attendance sheet. **It is your responsibility to sign the attendance sheet.** All class absences are recorded in the grade book. **There is no such thing as an "excused absence"** except in cases where illness and unanticipated emergencies occur and the instructor is notified in a timely fashion with sufficient documentation.
2. Although I support your career endeavors, I will not excuse you from class for job interviews and job fairs. I will excuse you for University-sponsored field trips/events or meetings as long as proper documentation is provided in a timely fashion.

Class Participation and Conduct:

1. Throughout the semester, we will engage in a number of class discussions. Thus, it is imperative that **everyone's** opinions and views are to be respected at all times. **There is absolutely no place in this course for rudeness, discourtesy, and intolerance.** Everyone will not agree with everything that is said or written in this course—that's okay, as long as we create and maintain a learning environment that encourages open and honest exchanges of ideas and opinions.
2. In this seminar we seek to function as a **community of scholars** and it is expected that class meetings will provide a collegial and supportive atmosphere for an honest exchange of ideas.
3. In order to make the most of each class meeting, it is imperative that you come **prepared**: Complete **all** assigned readings, reflect on the ideas and themes in the readings, place course topics in the context of your own experiences, and be willing to discuss and interrogate ideas advanced in the readings, videos, and by seminar participants.
4. Please turn **off** cell **phones, pagers, IPODS, and other electronic devices** during class.

ACADEMIC HONESTY

PLAGIARISM IS ABSOLUTELY UNACCEPTABLE AND IS GROUNDS FOR DISMISSAL FROM THE UNIVERSITY. ANY STUDENT INVOLVED IN PLAGIARISM, CHEATING, OR ANY UNETHICAL/ILLEGAL ACADEMIC BEHAVIOR WILL RECEIVE, AT THE VERY LEAST, A FAILING GRADE FOR THE SEMESTER!

Any student who needs special accommodations for learning or who has special instructional needs should share these concerns with the instructor as soon as possible.

The next section contains a **tentative** schedule for the semester. The instructor will announce any schedule changes in class and/or on the listserv.

- Reading assignments are designated by **bold print**
- Titles of full-length videotapes are in *italics*

Date of Class: _____ **Class Topic, Reading Assignment, Video Tape** _____

<u>Tuesday January 11:</u>	Course Introduction
<u>Thursday January 13:</u>	Student Introductions
<u>Tuesday January 18:</u>	Studying Media Diversity: Race, Class, Gender, and Sexuality Read: Lind, Laying a Foundation for Studying Race, Gender ... Kellner, Cultural Studies, Multiculturalism and Media Culture <i>The Multicultural Quiz</i>
<u>Thursday January 20:</u>	The Social Construction of Racial Reality Read: Orbe & Harris, History of Race Gandy, The Social Construction of Race Videos: <i>About Race</i> (excerpt) <i>Race, the Floating Signifier</i>
<u>Tuesday January 25:</u>	The Social Construction of Race: Whiteness Read: Dyer, The Matter of Whiteness McIntosh, White Privilege and Male Privilege... Shome, Outing Whiteness
<u>Thursday January 27:</u>	Diversity and Media Culture Read: Holtzman, Stories of Race in Popular Culture
<u>Tuesday February 1:</u>	Cultural Criticism: Analyzing Media Culture and Diversity Read: Dines, Class, Gender and Race in North American Media Studies hooks, Culture to Culture: Ethnography and Cultural Studies... Video: <i>Cultural Criticism and Transformation: On Cultural Criticism</i> (Pt. 1)
<u>Thursday February 3:</u>	Race, Gender & Media Literacy Read: Lewis & Jhally, The Struggle Over Media Literacy Croteau & Hoynes, The New Media Giants Video: <i>The Merchants of Cool</i>
<u>Tuesday February 8:</u>	Cultural Criticism: Thinking Critically About Media Culture hooks, Madonna: Plantation Mistress or Soul Sister? Video: <i>Cultural Criticism and Transformation: Doing Cultural Criticism</i> (Pt. 2)
<u>Thursday February 10:</u>	Racial Stereotypes: Historical Perspectives Read: Rhodes, The Visibility of Race and Media History Hall, The Whites of Their Eyes: Racist Ideologies in the Media Video: <i>Ethnic Notions</i>

Date of Class: _____ **Class Topic, Reading Assignment, Video Tape** _____

<u>Tuesday February 15:</u>	The Saga Continues: Internet and Hate Read: RP: Cooper, Cyber-Hate and the Disinhibiting Effects of... Video: <i>Hate.Com: Extremists on the Internet</i>
<u>Thursday February 17:</u>	Race: The Final Frontier: Essentialism and Racial Stereotyping Read: Brooks & Jacobs, Black Men in the Margins... Video: <i>Space Traders</i>
<u>Tuesday February 22:</u>	Otherness and Orientalism Read: Ferguson, Otherness, Eurocentrism and the representation... Singh, Interpreting Media Representation at the Intersection... Video: <i>On Orientalism</i>
<u>Thursday February 24:</u>	Intersections of Race and Gender: Asian Women Read: Hagedorn, Asian Women in Film: No Joy, No Luck Sun, Ling Woo in Historical Context... Video: <i>Slaying the Dragon</i>
<u>Tuesday March 1:</u>	Communication, Media, Culture and Gender Read: Holtzman, Gender: In Pink and Blue and Vivid Color Wood, Gendered Media: Media's Influence on Gender Media Literacy Exercise Video: <i>Passing</i>
<u>Thursday March 3:</u>	In-Class Discussion: Media Literacy Exercise
<u>Tuesday March 8:</u>	Redefining Femininity: Theoretical Considerations Read: MacDonald, Disciplined Approaches: Redefining Femininity
<u>Thursday March 10:</u>	(Re)Defining Femininity: Women, Sports and the Media Read: Schell, (Dis)Empowering Images? Media ... Hardin, et. al., Gender and Sport Media: Sexual ... Video: <i>Playing UnFair: The Media Image of the Female Athlete</i>
Spring Break	
<u>Tuesday March 22:</u>	Masculinity and Popular Culture Read: La France, What is Masculinity? Video: <i>Tough Guise: Media . . . and the Crisis in Masculinity</i> (Pt. 1)
<u>Thursday March 24:</u>	Masculinity Read: Katz, Advertising and the Construction of Violent White... Video: <i>Tough Guise: ...</i> (Pt. 2)
<u>Date of Class:</u>	<u>Class Topic, Reading Assignment, Video Tape</u>
<u>Tuesday March 29:</u>	Sexual Identity and Media

**Read: Fejes & Petrich, Invisibility, Homophobia and...
Gross, Out of the Mainstream: Sexual Minorities...**
Video: *Off the Straight and Narrow: Lesbians, Gays & Bisexuals...*

Thursday March 31:

Feminist Perspectives and the Media: Rape
**Read: Rakow, Feminist Approaches to Popular Culture:..
Van Zonen, 'New' Themes**
(Tent) **Video: *The Date Rape Backlash: Media and the Denial of Rape***

Tuesday April 5:

Gendered Advertising
**Read: Kilbourne, A Girl of Many Parts: The Making of An Activist
Crane, Gender and Hegemony in Fashion Magazines**
Video: *Killing Us Softly III*

Thursday April 7:

Advertising and the Beauty Ideal
**Read: Wolf, et. al., Body Image, Mass Media, Self-Concept
Kilbourne, The More You Subtract the More You Add...**
Video: *Slim Hopes: Advertising and the Obsession with Thinness*

Tuesday April 12:

Music Videos and Female Sexuality
Read: Jhally, Intersections of Discourse...
Video: *Dreamworlds 2: Sex, Desire, Power in Music Video*

Thursday April 14:

Hip-Hop is Here to Pay: Race, Gender, Music, Sex, and Money
**Read: Martin & Yep, Eminem in Mainstream Public Discourse...
Perry, Who(se) am I: The Identity and Image of Women in Hip-Hop
"Look Ma, I'm a Video Ho!"**

Tuesday April 19:

Rap and Hip-Hop Culture
Read: Rose, Voices From the Margins...
Video: TBA

Thursday April 21:

In-Class Discussion: Video Critique & Analysis

Tuesday April 26:

To Be Announced

Thursday April 28:

To Be Announced

**Tuesday May 10:
3:30-6:30 P.M.**

Final Exam Period: Summary Presentations